DOCUMENT RESUME

ED 261 392 CS 209 269

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TITLE Personal Development Programs: An Introduction. Primary English Notes (P.E.N.) 48.
INSTITUTION Primary English Teaching Association, Rozelle (Australia).
PUB DATE Oct 84
NOTE 10p.; Photographs may not reproduce well.
AVAILABLE FROM Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia (Australian dollar: $1.00).
PUB TYPE Collected Works - Serials (022) -- Guides - Classroom Use - Guides (For Teachers) (052)
JOURNAL CIT Primary English Notes (P.E.N.); n48 Oct 1984

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Classroom Communication; Communication Skills; Elementary Education; *Individual Development; *Integrated Activities; Parent Role; Program Content; Program Development; *Self Esteem; *Sex Education; *Speech Communication; *Teaching Methods

ABSTRACT

Noting that many elementary schools are introducing personal development programs into the curriculum, this newsletter focuses on a number of issues related to such programs. Various sections of the newsletter (1) define personal development for both teachers and parents; (2) present practical ideas and teaching strategies for programs in two selected, representative areas--self esteem and communication; (3) suggest guidelines for implementing sex education programs; and (4) provide an example of an integrated unit that has personal development as its core. (HOD)

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Personal Development Programs: An Introduction.

Primary English Notes (P.E.N.) 46

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Primary English Notes ... from the Primary English Teaching Association
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PERSONAL DEVELOPMENT PROGRAMS
An Introduction

ABOUT THIS P.E.N.

☐ Schools are about PEOPLE — HUMAN BEINGS — and RELATIONSHIPS.

☐ Realising this, many schools are introducing PERSONAL DEVELOPMENT programs into the curriculum as a response to a long-felt need to do more for children than merely teaching them the "basics" of fixed "subject" areas.

☐ Personal development programs are concerned with the total balanced development of children, including their social, emotional and intellectual capacities and welfare.

☐ If education is to be concerned with the *total* development of the whole child, and if it aims to help each child to develop to his or her full potential, it must concern itself with more than just cognitive aspects of subject content.

☐ Personal Development programs, in contrast to traditional "subject" areas, place strong emphasis on the "affective domain" in helping children to live happy, fulfilled and effective lives.

☐ Personal Development programs emphasise individual and group responsibilities — they focus on the development of a person not only in isolation but in a social context, through a variety of relationships.

☐ Personal Development programs are more concerned with the *quality* of life and relationships than with *quantitative* subject "disciplines".

☐ Contrary to common opinion, Personal Development programs are concerned with more issues than that of Sex Education.

☐ Personal Development programs encompass such areas as:

- Self awareness
- Self understanding
- Self esteem
- Values
- Decision making
- Communication skills
- Relationships

THE PURPOSE OF THIS P.E.N. IS TO:

☐ *Define* Personal Development for both teachers and parents.

☐ Present practical ideas and teaching strategies for programs in two selected, representative areas, *Self Esteem* and *Communication*.

☐ Suggest guidelines for implementing *Sex Education* programs.

☐ Provide an example of an *Integrated Unit* which has Personal Development as its core.

PERSONAL DEVELOPMENT PROGRAMS —

The personal development of young people is a major aim of education, involving all aspects of growth. All teachers who are encouraging in their pupils:

- a sense of dignity and worth,
- a sense of responsibility for their own actions and decisions,
- a caring attitude towards others and
- an ability to communicate and to form lasting, satisifying relationships

are contributing to the personal development of those pupils.

WHAT IS PERSONAL DEVELOPMENT?

Personal Development programs are being introduced into schools to *meet the needs of the students*. They are broad programs which can focus on just about anything to do with the development of a person, including areas such as:

- self awareness
- self understanding
- self esteem
- values and decision making
- communication skills
- relationships

PERSONAL DEVELOPMENT — ANOTHER SUBJECT AREA?

Primary school teachers have always been concerned with the personal development of their pupils. The very organisation of primary schools, in which teachers take responsibility for the overall education program, rather than specialising in one or two discrete subjects taught in isolation, ensures that teachers take a more personal and wide-ranging interest in the particular pupils in their care.

Aspects of Personal Development, such as self esteem, values and attitudes, have always, in fact, been treated incidentally, informally and intuitively by teachers. Personal Development programs have been introduced in primary schools which have felt a need to replace this incidental approach with a carefully thought-out structure. Such programs are an official recognition that schools should be concerned with, for instance, fostering a child's self-esteem, or his/her ability to communicate effectively with others.

They leave such important matters less to chance. They acknowledge their importance and place them legitimately within the curriculum — where they belong.

Education in the area of human relationships, values and attitudes has always been *implicit* in much that has been taught in primary schools (the so-called "hidden curriculum") and particularly in the kinds of relationships which are formed there. Educational aspects of self-awareness, self-understanding, self-esteem, values, decision making, communication skills, relationships etc. can all be carefully incorporated into the following areas of school life and organisation:

1. SCHOOL ORGANISATION, STRUCTURE, PRACTICES

- School *policy statement* and its implementation.
- Rules regarding school organisation of playground and routines of the day.
- Discipline policy.
- Awards systems for achievement in academic areas, sporting success and community involvement.
- Structure of school assemblies, both formal and informal.
- Tone of competition between individuals, groups, other schools.
- Assessment and reporting procedures.

2. SCHOOL CLIMATE

- Relationships between staff, pupils, and community. This encompasses Principal, executive, ancillary staff, parent helpers, as well as pupil-pupil relationships.
- Staff cooperation and enthusiasm.
- Grade sharing.
- Peer tutoring.
- Flexible grouping arrangements enabling individuals to
  - mix with older/younger children,
  - mix with children of differing/similar abilities,
  - work in large/small groups,
  - act as leaders/participants.

3. THE CURRICULUM

- What is taught in classrooms
- Setting objectives in each subject area for the *affective* (feelings, values) as well as the *cognitive* (information, knowledge, reasoning) domain
- Individualising of Reading/Maths programs.
- Pupil consultation on planning units of work.
- Responsibility for learning shared with pupils by use of appropriate teaching practices, e.g.
  - Activity based learning
  - "Process" writing
  - Self-chosen research
  - Literature response research
  - Contracting work for varying periods
- Units of work on *Self-Esteem, Caring and Sharing, Communication*.

4. LIAISON BETWEEN HOME AND SCHOOL

- Equalising relationships between school and home through newsletters (school/grade/class based).
- Flexible reporting to parents.
- Parent representatives on curriculum committees.
- Parent-education programs, e.g. to explain new methods such as "process writing"; how to help with reading; making resources etc.
- Social functions for staff, parents and pupils, e.g.
  - Plant-Ins
  - Working Bees
  - Fun Runs
  - International Days
- Complete Needs Analysis:
  - Research parent, teacher and student perceptions of student needs.
  - Discuss the similarities and differences between the Needs Analysis of staff and pupils in open meetings.
  - Demonstrate that attempts are being made to meet these needs in school policies and practices.
- Encourage parent participation rather than sideline observation.

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SELF ESTEEM

Eeyore — a chronic case of low self esteem!

Personal Development programs aim to foster in children:

(a) **realistic self concepts,** through which they increase their knowledge of themselves, and

(b) **positive self-esteem** through which each person feels a sense of his/her own worth.

Harper and Ellis (1975) suggest that self-esteem has two aspects, which they call "love confidence" and "work confidence".

Love confidence comes from having a sense of belonging, either to a family or group or to a class; it comes from having satisifying relationships, from making friends.

Work confidence develops from a sense of achievement — being successful at work or school and completing tasks with a degree of satisfaction and recognition.

Classroom teachers should bear these aspects in mind when designing, and implementing, programs aimed at building children's self-esteem. In the Personal Development Bulletin "Best of the Series", May 1983 (N.S.W. Dept. of Education) the following points are made:

(a) Each teacher must be prepared to *build up* rather than *put down* each child. This means an emphasis on reward instead of punishments and an awareness by all teachers of the ways in which they "put-down". *Building up* or *putting down* is an option we have in all our relationships. In the school setting, staff interactions also have a significant impact on teacher self-esteem and, in turn, the wider school climate.

(b) Individuals can take responsibility for their *own* self-esteem. We can learn how to come to terms with our own esteem needs, to come to terms with our own strengths and weaknesses, to build up our own feeling and care for ourselves. Children should be taught that our esteem needs can be met by others and also by ourselves. It is acceptable, and often necessary, to take "time-out" to do the things we need to do to maintain our own positive feelings.

To enchance self-esteem, we need to:

(a) look at school policies, aims and objectives,

(b) establish structured programs and develop strategies to promote pupil self-esteem,

(c) develop teacher sensitivity and skills so that we are aware of the effect we are having on children's self-esteem.

"Self esteem has two interrelated aspects; it entails a sense of personal efficacy and a sense of personal worth. It is the integrated sum of self-confidence and self-respect. It is the conviction that one is competent to live and worthy of living."

N. Branden.
The Psychology of Self-Esteem

SOME IDEAS FOR THE CLASSROOM

- Plan more out-of-school activities, e.g. excursions, picnics.
- Develop a wider range of activities to enable every child to succeed at something.
- Fully utilise outside personnel to reduce teacher-pupil ratios.
- Make the school environment as friendly as possible.
- Involve the class in decision-making.
- Make an effort to "get on" with those children who particularly annoy you. (Often, these are the ones who need help.)
- Recognise and acknowledge success.
- Separate the deed from the doer, i.e. praise the work or the behaviour, *not* the child, e.g. "Throwing that rock was a stupid thing to do", *not* "You stupid girl, you know you shouldn't throw rocks".
- Accept children as they are.
- Develop a person-to person approach — treat the child more like an adult — children *are* people too.
- Offer positive non-verbal communication, e.g. smiling, touching.
- Listen to children — take time.
- Work to build and maintain a warm, friendly climate.
- Give praise.
- Show interest.
- Admit mistakes.
- Have a "special child" for each day, take and display his/her photograph, write his/her story etc.
- Accept differences and feelings.
- Be fair.
- Offer equal opportunity.
- Foster talents.
- Praise efforts rather than results.
- Allow children to show strengths within groups and class.
- Cuddle children, if you want to.
- Be honest about yourself to children — your likes, dislikes, abilities etc.
- Teach an integrated unit (one per term) which focuses on the individual and develops understanding, awareness and skills that will promote and enhance self-concept and a positive self-esteem.

SOME POINTS TO PONDER ABOUT SELF-CONCEPT/ESTEEM

- It guides our thinking, feeling, attitudes and behaviour.
- It plays a role in the kind of friends, type of job and partner a person chooses.
- It is flexible, adaptable and capable of change throughout one's lifetime.
- There is a relationship between reading ability and self-concept, K-12.
- Children with low self-concept exhibit high anxiety levels.
- Children (people) who have a poor self-concept are more persuasible and conforming — they try to please everyone.
- Self-concept is learned or acquired. It is gained from our interactions with peers and the responses of others, especially parents and teachers.

COMMUNICATION

WHAT IS IT?

Communication is the act or instance of communicating, i.e. the imparting or exchange of information, ideas or feelings. Every day in so many different ways we communicate with one another, deliberately or unintentionally.

Communication is going on all the time, even when we aren't aware of it. When two people come together they always communicate, whether it be with words, posture, facial expression, the distance kept between them — or even silence itself. As teachers, we spend a great deal of time communicating daily with our students — and they with us — sometimes effectively, sometimes not.

We need to take time to examine ways of improving the quality of our efforts at communicating — to become better, more effective, communicators.

HOW DO WE COMMUNICATE?

(a) **Verbally.** This also involves active *listening* skills, through which the listener tries to understand the speaker's *feelings*, as well as *message*.

(b) **Non-verbally.** Information can be conveyed through.

- our gestures
- our movements — the way we sit, walk, make eye contact
- expressing our feelings — crying, frowning, clowning, smiling, laughing etc.
- our tone of voice
- the distance we stand from others
- our appearance — face, hair, clothes we wear
- our environment — home, work, car, family, friends

WHY TEACH COMMUNICATION?

Poor communication skills can cause students:

- to consider school an unpleasant place
- to lose interest in learning
- to develop poor self images and to feel devalued as individuals
- to find it difficult to relate to other people
- to develop into adults with poor communication skills

HOW DO CHILDREN LEARN COMMUNICATION?

(a) In an *incidental* way, from

- parents
- friends
- teachers
- peers
- siblings
- other adults
- the media

(b) In a *structured* way, through planned activities.

- Students will not always learn to become truly effective communicators by themselves or by chance. They need

structured activities integrated into a well organised program. Such a program will increase the knowledge and skills of students in this area, and allow adequate opportunities for practice.

PROGRAMS — AREAS TO INCLUDE

N.B. Details of games mentioned below may be found in *Effective Communication, Contact 10*, Personal Development Unit, N.S.W. Dept. of Education.

(a) Verbal communication

- Oral expression activities.
- Reading activities.
- Writing activities.
- Discussions, debates, interview, group work.
- "I" messages — saying what you feel without being aggressive.
- Games, such as *Getting to Know You, If* and *Sharing Favourites*.

(b) Listening

- Listening activities which emphasise the importance of the role of the listener and the need to listen with interest.
- Games — such as *Getting to Know You, Hidden Treasure* and *Double L*.

(c) Non-verbal communication

- Activities to identify non-verbal communications and the meanings they convey.
- Activities, such as *Interpretations* and *Watching for Non-Verbals*.

THE IMPORTANCE OF THE TEACHER

- The teacher acts as a model for good or poor communication skills.
- The teacher provides continual incidental and deliberate teaching in communication skills.
- The teacher can create a climate for class communication in which a child can feel comfortable, secure and trusting.

WHAT MAKES A GOOD CLASSROOM CLIMATE FOR DEVELOPING COMMUNICATION SKILLS?

- Good *relationships* in the classroom between the teacher and students and between students and students.
- Challenging, rewarding *experiences* in lessons which encourage stumulating communication.
- The *physical organisation* of the room — how a room is arranged to allow for optimum communication. Is the room arranged for children-to-children, teacher-to-children, children-to-teacher, group or whole class communication?

  Are the seating arrangements fixed or flexible (e.g. rows, clusters, random)?

HINTS FOR MAKING COMMUNICATION IN THE CLASSROOM MORE EFFECTIVE

1. *Model* the skills of effective communication yourself.
2. Practise *really listening* to students regularly, including listening to gauge their feelings.
3. Be alert to the *non-verbal signals* from your students which will provide you with information about your own communication.
4. Watch for individual and class non-verbal messages which can provide information about *classroom climate*. Ask for feedback from students.
5. Give on-going *feedback* to students about their communication skills.
6. Give *praise* for improved communication skills in students.
7. Be aware of your *"teacher style"* (e.g. authoritarian, democratic) and how this affects communication and classroom climate.
8. Ensure that lessons are not *monologues*. Allow time for questions, views, opinions, discussion, debates, group work, experiences etc.
9. Have rules which enable *equal opportunity* for student communication in the classroom.
10. Allow students to *discuss their feelings* in groups.
11. Work towards a *classroom climate* in which children feel free to express their views openly.
12. Allow daily time for *open communication* and sharing.
13. Encourage *eye contact* between yourself and student and student and student.
14. Structure *opportunities* for communication through pairs, small groups or whole class work.
15. Utilise activities in all sections of the curriculum which require students to *interact* and *communicate*.
16. Accept that a classroom where communication is encouraged will be *noisier* than one in which only the teacher speaks.

Listening is important.

So is seating arrangement.

Encourage questions and expression of ideas.

IMPLEMENTING A SEX EDUCATION PROGRAM

"The primary school should be supportive of the parental role in relation to helping children to understand the nature of human sexuality and the process of human reproduction, if that support is sought by the parents. In this connection, the school may play a role in mounting programs to assist parents in communicating more effectively with their children." N.S.W. Dept. of Education, **Policy Statement** (1981).

In seriously considering the positive introduction of formal sex education lessons with students at upper primary level, schools should call a meeting of parents of the children in those years. The purpose of this meeting is to present reasoned and well thought-out arguments for the introduction of such a program.

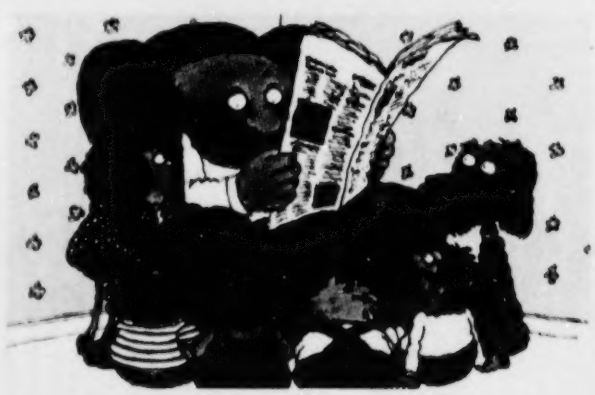
Consider some or all of the following points in preparing for this meeting:

1. Do a little lobbying among staff and parents. Seek support from the active and vocal parents (who, perhaps, might be encouraged to do a little lobbying themselves).
2. Be aware of the directions from which objections may come. Always allow people to have a fair hearing; treat their concerns seriously.
   Remember that, like you, parents are people too — and are just as concerned and caring.
3. Ascertain that there is a demonstrated *need* for the introduction of the program. Make sure to assemble any documentary evidence that is supportive of your case.
4. Pre-determine the aims and objectives of the program *and ensure that fostering communication between children and parents is one of them.*
5. Consider the "parent mix". It is mainly Anglo-Saxon or multi-cultural, middle class or working class, religious etc.? The purpose of this is not to categorise people, but rather to ensure that teachers have at least some knowledge of the general parent community so that they are better prepared.
6. Where there is a large migrant component among the parents, it may prove helpful to ask respected members of the migrant groups to speak in support of the proposed program.

SOME OBJECTIONS AND MISCONCEPTIONS

It is important that the person conducting the meeting is prepared to deal satisfactorily with common objections and misconceptions. These are usually predictable, and include the following:

1. *Knowledge is dangerous. Giving young people information about birth control will encourage them to have sex. Sex education is tantamount to sanctioning sexual activity.*
   Teachers must be able to explain how such issues are incidental to the overall program of teaching about human relationships, how care and concern for others is the central issue, and that *ignorance* rather than knowledge often leads to inappropriate behaviour.
2. *My son/daughter is very immature. He/she won't understand most of the information.*
   In many cases this will be true, but giving accurate, factual information does not do children any harm. Sex education tends to find its own maturity level. Children switch off when information is beyond their level anyway.
3. *Sex education is a personal thing which should be left to the family.*
   Most teachers support the notion that parents *should* be responsible for the sex education of their children. In fact, all parents *are* responsible, whether they elect to discuss it with their children or not. The unfortunate fact is that most parents, for one reason or another, neglect this responsibility. Consequently, in the absence of sex education programs, many children acquire this information as best they can. As their sources are usually other children (often with extraordinary imaginations!) the result tends to be *mis*information — which may well be harmful.
   Many parents do not feel confident or comfortable about broaching the subject. Their very silence may give rise to confusing or negative attitudes on the part of children (e.g. Why is it taboo to discuss, with our parents, things that are openly portrayed on television?).
   By not regarding himself/herself as the sole source of knowledge, the teacher can act as a promoter, rather than as a usurper, of parent rights. By introducing the subject at school the teacher hopes that the child is encouraged to seek further clarification at home — from parents.
4. *How can we be sure that teachers will not impose their values upon our children?*
   Teachers expose their values every day by the clothes they choose to wear, the cars they drive, the way they speak etc. It is not possible to guarantee that teachers will not say things with which parents may disagree from time to time. Care is taken by the school to ensure that, as far as possible, teachers of sex education are well-balanced, caring responsible people.



5. *Why can't a visiting expert (e.g. medical doctor, minister of religion) teach our children?* Programs *have* been conducted for many years by outside professionals. Evaluation of them by the children and staff has indicated the following:
   - Non-teaching experts often use language/terminology which the children do not understand.
   - Questions frequently arise in children's minds long after the visitor has left the school. To whom, then, is the child able to refer the question?
   - When outside assistance is used, children often interpret this as being unusual or *special*, something about which teachers are not able (or permitted?) to teach. It would be preferable for children to see sex education as a normal and ongoing part of their total education.

ROLE OF PARENTS

Having reassured parents of the responsible attitude of the school, it should be possible to ascertain (by a show of hands) whether the parents wish the school to implement the policy, and what sort of role they are going to play. There are a number of alternatives that they may wish to consider. Some of these are:

1. Working in conjunction with the staff to ascertain what should be included in the lesson units, how many of them there should be and over what duration they should extend.
2. Entrusting teachers with the responsibility of writing the lesson units and perusing the final draft before it is sent to the appropriate authority (e.g. in N.S.W., the Regional Director).
3. Offering assistance to the staff in the form of team teaching while the lessons are being conducted.

Left: Many parents do not feel comfortable about broaching the subject. . . from "Where Did I Come From?" (Sun Books)

AN INTEGRATED UNIT IN PERSONAL DEVELOPMENT

AIMS CHECK LIST

In the first few weeks of the school year the teacher aims to achieve the following:

☐ Recognise the children in the class as individuals, understanding that each child has special interests, abilities and needs.

☐ Use this knowledge and understanding to program and organise the year's activities.

☐ Allow the children to begin to know me as a person and as a teacher and to gain confidence and trust in the environment that we, as a group, create and share.

☐ Begin to know and understand each other as people with strengths and weaknesses and to develop tolerance for the weaknesses, respect for the strengths and acceptance of each other as unique individuals.

☐ Help children begin to understand and accept themselves and so develop realistic self-concepts and an enhanced self-esteem.

SPECIFIC OUTCOMES CHECK LIST

1. By the end of the unit, the children will:

☐ have increased their communication skills so that they can send a positive "I-message" (e.g. *"I like the way you ——"*) or a strong "I-message" (e.g. *"I get angry when you —— because ——"*) and also state their own feelings and preferences confidently,

☐ be able to listen to another child and repeat the main points of what that child says,

☐ be able to write simple personal accounts by practising every day, either in their private diaries or by using their "conference writing" folders,

☐ join constructively and confidently in small discussion or sharing sessions, and

☐ read at their own level.

2. By the end of the unit, children will be able to demonstrate *knowledge of themselves* by:

☐ listing three things that they can do well,

☐ listing three things that they would like to do better,

☐ listing three things that others like about them, and

☐ completing activities that clarify preferences and feelings that they have.

3. By the end of the unit, children will be able to demonstrate *knowledge of others* in the class by:

☐ describing other children, their interests and abilities,

☐ interpreting graphs made by the class, and

☐ completing listed activities such as *"Police officer, have you ——?"* (see 6, below).

Activities 1: COMMUNICATION

1. Name tag activities: To be used on first day as an introductory activity and thereafter for conversation partners or small groups (see *Newsletter No 1*, Personal Development Association of N.S.W., 1983).

2. Name game: break names into syllables; do a different action for each syllable; everyone repeats, copying actions.

3. Class discussion on expectations for the year. Children's contribution is important.

4. M[illegible] a letter to a class-mate. Draw names out of a hat; begin the letters: *"I want to tell you some things about myself ——"*

5. Positive *"I-message"* envelopes. Each child has a large envelope permanently mounted with his/her photograph on the outside. Other children and teacher deposit positive messages into the envelopes from time to time. Envelopes are "cleared" simultaneously at an appropriate time, ensuring all children have at least one message from the teacher.

6. *"Police officer, have you seen my friend?"* One child describes an unnamed friend; another child tries to guess the identity of the unnamed friend.

7. *"Wanted"* posters (Borba, 1978, p. 25).

8. *"What I can do"* books. Children draw and write about things they can do.

9. Favourite activity mobile. Children cut out pictures and make a mobile; each child discusses his/her mobile.

10. "Feelings" books (McElmurry, 1981).

11. "Feelings" chart. Children alter face or name to match feeling upon arrival at school each day.

12. How do you feel about school? (Borba, 1978, p. 110).

13. *Pass the compliment* circle — for later in the unit. Children sit in a circle taking turns to compliment the next child in the circle.

14. Wishing well — My wish for_____

is: _____

Reason: _____

15. Magic box with a mirror pasted in the bottom and labelled: *"Who is the most important person in the world?"*

16. Something special. Each day, one child brings in his/her most valued possession — or a photograph of it — and talks about it with the rest of the class.

17. Information sheet. *"My name is . . ."* etc. Child completes sheet and illustrates it.

18. Adjective poem — listed in a diamond.

19. Daily diary or "conference" writing.

20. Interview sheet — *"What others like about me"*.

21. Sounds (Forte, 1981, p. 30).

22. Name stencil (Forte, 1981, p. 34).

23. Reading aloud daily to a partner, parent or a teacher.

Activities 2: EXPRESSION

1. Each person makes a birthday card to present to other persons on their birthday. Children draw names to decide who will receive which card.

2. Learn song "Getting to Know You" from *The King and I*. Tell the story of the song.

3. Children work in pairs and trace each other's face through pieces of acetate, using overhead projector pens. Finish with beads, fabric and trimmings. Hang in windows.

4. Make a nose with clay or plasticene; put it in the centre of a piece of paper and draw own face to go around it.

5. Each child draws his/her face on cardboard, paints it, cuts it out, puts a block behind each and displays result. Each child considers what his/her face is saying and makes a "speech balloon" to include that remark.

6. Children use letters of their own name to make a pattern.

7. Drama and creative movement: investigation of movement and direction.

Activities 3: INVESTIGATION

1. Magazine search for pictures of favourite things and activities. Paste onto large sheet. Share with a partner or a group.

2. Time Line, around the room, of events of current year. Mark birthdays and forthcoming events. Record other events as they occur.

3. Children draw themselves from a full length mirror. (Divide the mirror into quarters with masking tape as a guide to correct proportions.) Children then paint drawings.

4. Family drawings. Children draw families — then compare number, ages and generations. (Care needs to be taken with definition of "family".)

5. Class graph of brothers and sisters.

6. Class graph of pets.

7. Cooking — making biscuits and decorating with "feelings" faces.

8. Using paper, tape or string, children:

   (a) Measure limbs, hands etc. and cut to length. Find someone else who has the same length.

   (b) Make a stick person the same height as themselves. Paste the tape onto butcher's paper.

9. Personal calendar stencil (Forte, 1981, p. 13).

POSITIVE OUTCOMES OF PERSONAL DEVELOPMENT PROGRAMS

Children: more secure; tolerant, self-disciplined; healthier physical and mental lifestyle.

Teachers: more aware; people-orientated rather than task-orientated; more caring, sensitive, approachable, confident, calm.

Parents: more and better communication and support; better relationships with children; greater interest; breakdown of prejudices.

Community: less vandalism: respect for others and towards community; involvement; help and sharing; community spirit and service.

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P.E.N. 48 (October 1984) was written by **Rhonda Jenkins, Linda Sykes, Diana Smythe** and **Carol Thomas** of the Personal Development Association of N.S.W.

PENs are edited and designed by **Walter McVitty** and published six times a year by the Primary English Teaching Association, P.O. Box 167, Rozelle, N.S.W. 2039.

KINGSWAY PRINTERS — 525 6777